**RPM 2012 Summer Institute:**

**Sub-Area Discussion Topics for Daily Themes**

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| ***Addressing Structural Redesign (Courses, Programs)*** | ***Acknowledging and Leveraging Organizational and Departmental Culture*** | ***Shifting Instructional Practices, Professional Roles*** | ***Attending to Student Perspectives & Behaviors*** |
| **Goals and purpose of redesign** | **Creating and sustaining collective will to improve (culture)** | **Faculty collaboration and inquiry (observations, common tasks); making teaching public** | **Developing knowledge of existing student perceptions and attributes** |
| **Curricular structures (sequencing, pacing, pathways, links)** | **Departmental decision-making processes (hiring, teaching assignments, shared policies, etc.)** | **Changes in professional identities and faculty leadership roles** | **Encouraging student perceptions that foster productive engagement (belonging, anxiety, mathematical competence)** |
| **Assessment: how is the redesign supported by cross-section and cross course assessments?** | **Practices and tools for inducting (new) instructors to the pre-college sequence** | **Assessment as part of the learning process (formal and informal, formative and summative)** | **Promoting study skills (note-taking, assignment completion, help seeking, group formation, test prep)** |
| **Selecting and Designing Materials** | **Administrative engagement and support** | **Designing and implementing contextualized tasks that promote meaning and relevance** | **Overcoming obstacles to sense-making and personally relevant connections** |
| **Placement and Student services (advising, registration, etc.)** | **The role of and support for department level data inquiry** | **Reasoning and evidence in classroom learning practices (manipulatives, multiple representations, argument)** | **Using evidence, verification, multiple representation and communication as part of doing mathematics** |
| **Other?** | **Other?** | **Other** | **Other?** |